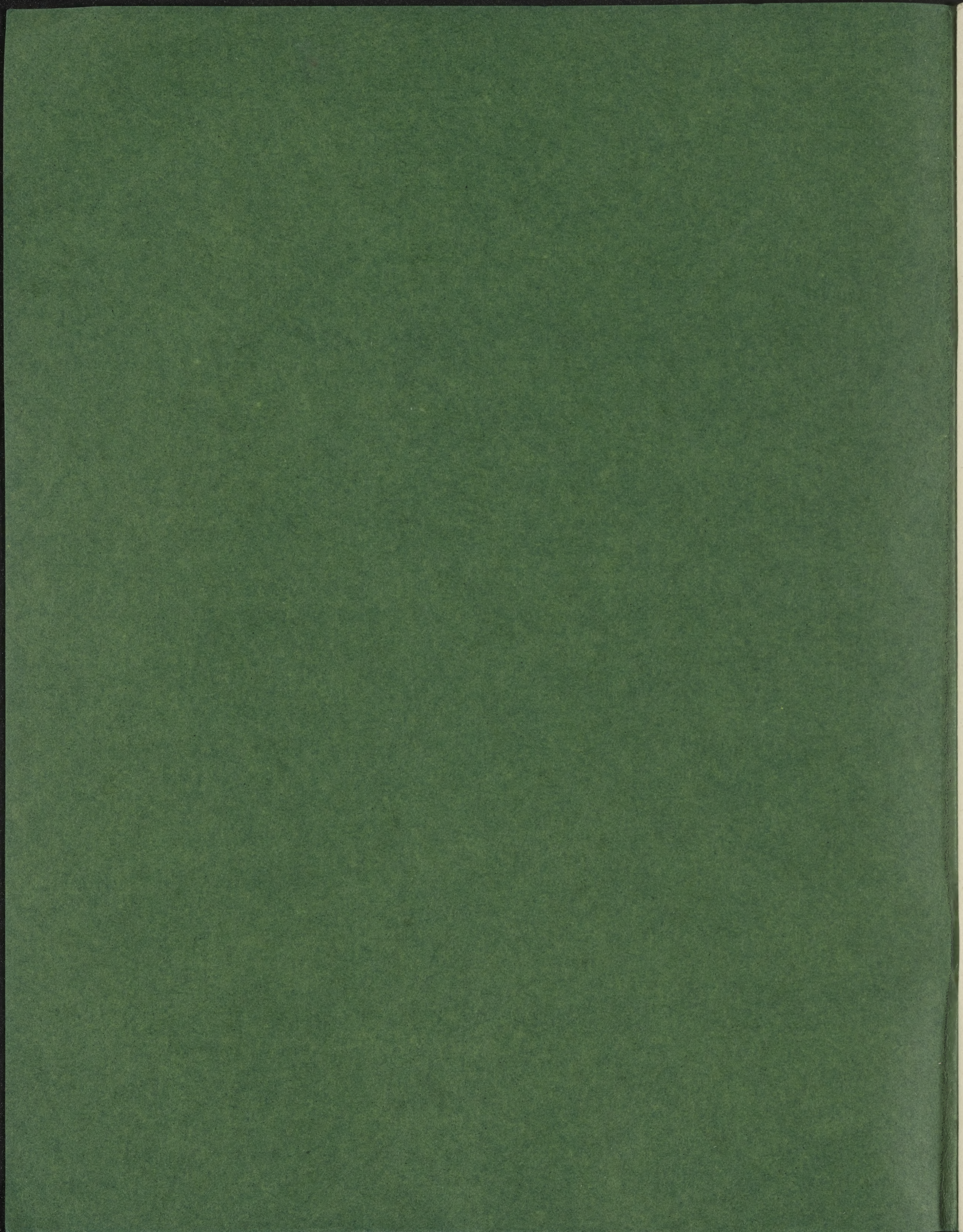


WINNETKA
MANUSCRIPT WRITING
WORKBOOK

JULIA KRENWINKEL

WINNETKA EDUCATIONAL PRESS



WINNETKA
MANUSCRIPT WRITING
WORKBOOK

by
Julia Krenwinkel

Manuscript Writing
by
The Scriptorium, Chicago

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Winnetka, Illinois
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ACKNOWLEDGEMENTS

The alphabet used on this page is a modern development of the papal bull or humanistic hand, beautifully refined by Italian scribes in the fifteenth century.

This work book is the result of seven years' experimentation to discover an orderly, self instructive procedure for the effective teaching of manuscript writing in the intermediate and upper grades. In its preparation I have had a great deal of assistance for which I am sincerely appreciative.

I am very deeply indebted to Carleton Washburne for his careful editing of this manuscript, the completion of which is due in a large measure to his guidance and encouragement.

To Marjorie Wise, who introduced manuscript writing into the United States, I am grateful for her interest, for her criticisms, and for her having done the handwriting in the experimental edition.

Many Winnetka teachers have been interested in this project and have given much time to help me work it out. For such help I am especially indebted to Ruth Jourdonais, Edith McKay, Isabel Raymond Howard, Ruth Damberg, Agnes Lilley, Albert Berglund, Emilie Forbrich, Frances Harriman, and Livia Youngquist Peterson.

For criticisms and suggestions I am grateful to Frank N. Freeman and Mandel T. Sherman of the University of Chicago.

My thanks are also due to S.R. Logan, who made it possible for me to work with children in need of remedial handwriting instruction, and who gave me much kindly encouragement; and to Julia and Jasper King who arranged for the calligraphy in this book and made helpful suggestions concerning the historical relationship of manuscript and cursive.

The cover design was conceived by Chandler Montgomery and executed in Roman Capitals designed in The Scriptorium. The drawings are by Myrtle Ness Craddock.

J. C. K.

TO THE TEACHER:

The success of this book depends in large measure upon the student's desire to learn to do good writing. Before the child begins to use the book, it is a good idea to remind him that when his practice is finished the book is his to take home; that if he keeps it very clean, and does the work on each page carefully, he will have a book in his own writing of which he may justly be proud. A number of helpful suggestions for motivating the child's interest in handwriting are contained in *Trends in Manuscript Writing* by Edith Underwood Conard.*

The student should master the formation of each letter before he proceeds to the next one. It is suggested that you look at and comment upon each page of writing twice — first when the child has done half of the practice on the page and again when he has completed it. Most children will need that much supervision. The pupil should never begin a new step until you have put your initials, signifying satisfactory achievement, on the last step he finished.

The value of speed tests is questionable. No emphasis should be placed upon speed until all of the practice in this book has been completed, and the child has demonstrated that he can write well slowly.

* Bureau of Publications, Columbia University, New York City.

TO THE STUDENT:

By carefully following these directions in doing all of the steps in this book you can learn how to do manuscript writing.

Use pen and ink or a fountain pen.

Do your practice work on the blank lines when you see that they have been left for that purpose. If you find that you need more practice on any step than space has been provided for, take a clean sheet of paper and fold it so that the line on which you want to write is just below the model.

Copy the models as carefully as you can. Do not try to write fast until you can form your letters very well. The arrows beside the models tell you in what direction you should move your pen. The numbers beside the models tell you whether the letter is made with one, two, three, or four movements of the pen and in what order those movements should be made.

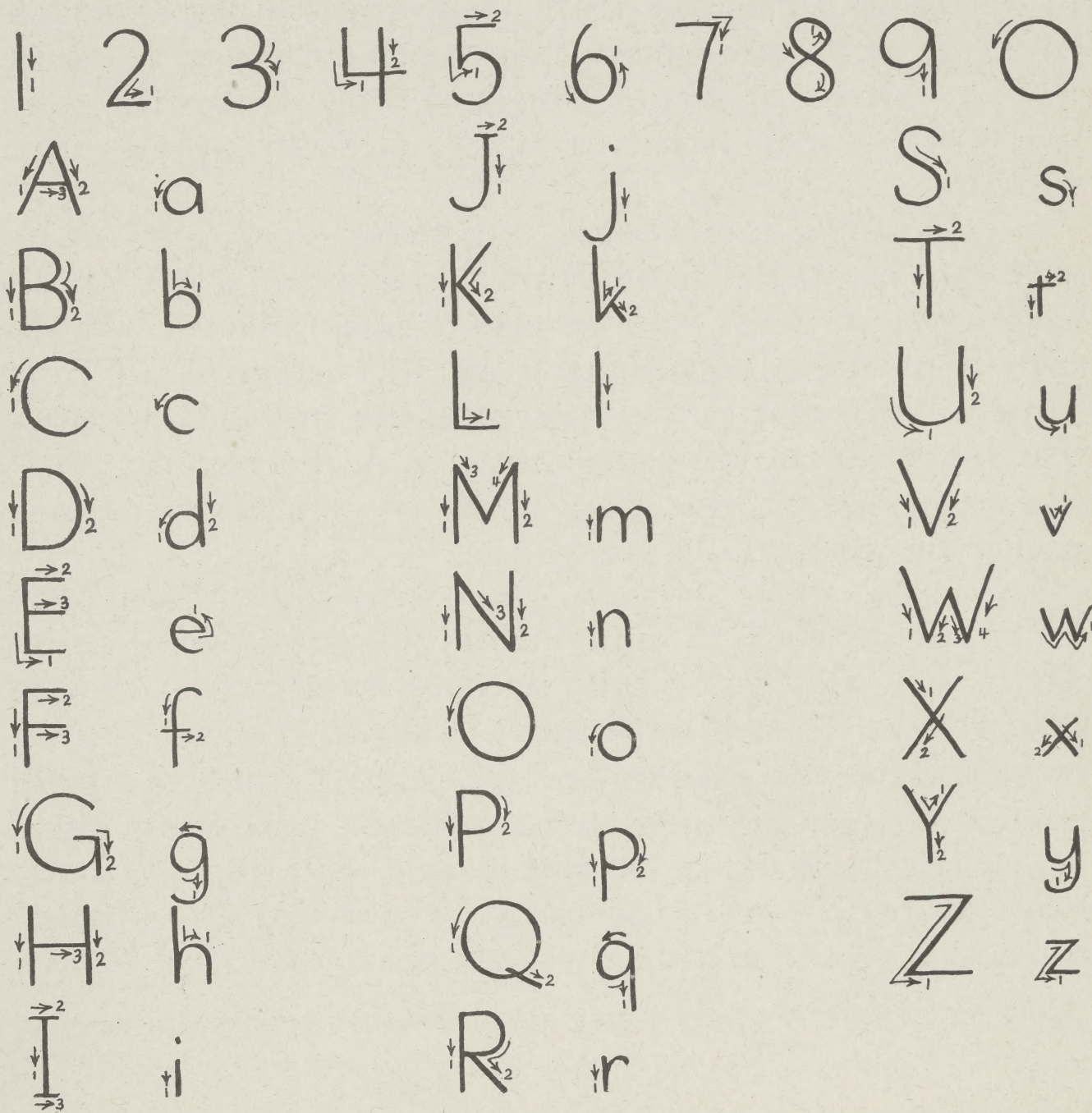
At the end of each step you will see spaces for your teacher to sign her initials and write the date. Always ask your teacher to do this before you go on to the next step. She will then call your attention to any mistakes you may have made, or perhaps suggest some extra practice you may need.

The last part of the book will teach you how to read cursive writing, which is the name given to that writing in which all of the letters are connected.

REFERENCE SHEET

The arrows show you in what direction you should move your pen in making the letters.

The small numbers under or beside the arrows tell you how many strokes to take. A stroke is a movement of the pen without lifting it from the paper.



Step 1

To Right Handed Students



← This boy is sitting in a very awkward position. His hand and arm muscles are so cramped that he cannot write well. His paper is turned so far to the side that he cannot see how the letters he is making will look when they are finished.

→ This boy's writing position is good. His hips are against the back of his chair. His weight is forward. His paper is well up on his desk and slanted only a little. He can see to make the lines of his writing straight.



Place yourself in good position. Ask your teacher to check it.

Teacher

Date

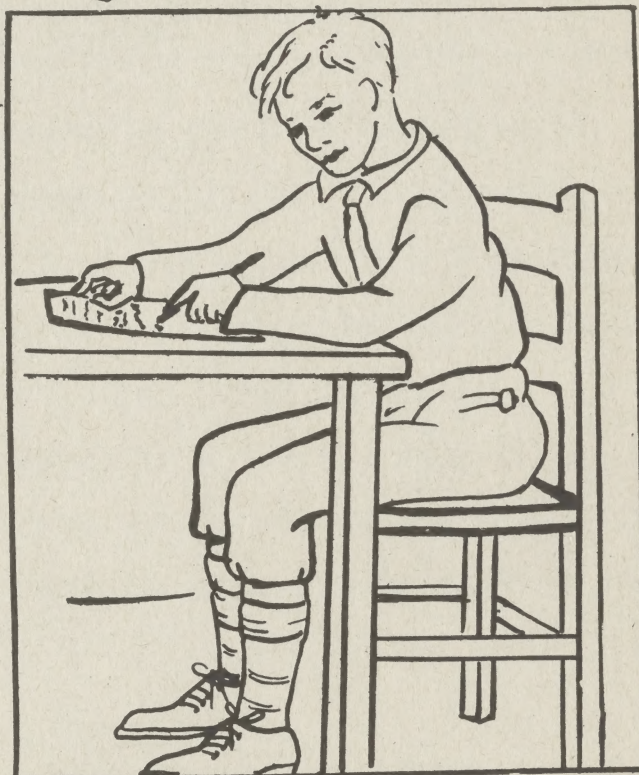
Step 1

To Left Handed Students



← This boy is sitting in a very awkward position. His hand and arm muscles are so cramped that he cannot write well. His paper is turned so far to the side that he cannot see how the letters he is making will look when they are finished.

→ This boy's writing position is good. His hips are against the back of his chair. His weight is forward. His paper is well up on his desk and slanted only a little. He can see to make the lines of his writing straight.



Place yourself in good position. Ask your teacher to check it.

Teacher

Date

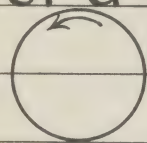
Step 2

On the lines below copy this verse:

I never saw a purple cow,
I never hope to see one;
But I can tell you anyhow
I'd rather see than be one.

Look at the following letters of your writing: e, a, p, o, d, B, and b. Are the round parts very round? They should be, because the letter o is a circle, and the others contain parts of circles. Before you can do good manuscript writing, you must learn to make a circle.

Most of our letters are shaped with parts of a circle made in the direction the arrow shows.



Begin just at the right of the top. Try making some circles the height of the capital letters.

O

Make some circles the height of a small letter: o

o

Teacher

Date

Step 3

Letters should be packed, that is, written closely together within words, but they should not touch.

Spacing is the distance between words. Try to keep all of your spacings the same.

Pretend that the following groups of circles are words in a sentence. Copy them. Make your circles very round. Pack and space them like the models.

Oooo ooo oo Ooooo oo ooo oo Oo

Oooo oo oo oooo oo ooo Ooo Ooooo

Ooo Oooo oo oo oo Ooo ooo ooo o

Ooooo ooo oo ooo Ooo Ooo ooo oooo

See how neatly you can write the letter o in the following words:

ro m co k blo d c ok lo se

n on c ol bl od b ok l ose

so n c me spo n b ok go se

b on g od sp on f ol g ose

wo d f od blo m fo d gh st

w od h od bl om l ad br ad

Teacher

Date

Step 4

C The letter c is like circle almost closed. c
c

coo coo coo coo coo coo coo coo coo coo

Complete the following words with the letter c:

co oa	cra k	la e	e ho	i ing
lo ks	sho k	li e	a ts	i i le
lu ky	blo k	di e	fa e	ca tus
bla k	cra k	ra e	pa k	a tor

e Do not lift your pen in making e. Practice e
e

ece coe eco coo cee oe eo ee ceo coe

Fill the blanks in the words below with the letter e:

se s	r ar	st er	d sk	b st
re l	r al	t as s	l ad	d al
fe d	ble d	pl ase	fe l	id a
s ed	gr ed	l av s	f el	b an
fe d	ble d	easi r	s al	l an
se d	gr ed	br aks	se m	b en
w ed	cre d	brak s	s em	d ad
we d	fre d	gl am	s at	be n
de d	fr ed	dr am	l ad	ne d
d ed	pl ad	str am	be t	n ed

Teacher

Date

Step 5

Blessings on thee, little man

Barefoot boy with cheeks of tan!

You know that the writing above is not good,
but do you know why? Compare

Blessings on thee, little man,

Barefoot boy with cheeks of tan!

One reason why some people's writing is bad
is that they allow their letters to fall over, like this:

boy girl or boy girl

Compare: boy girl Surely you see
how much better these words look when the lines
of the letters are made straight. You should learn
to watch the lines of your writing.

All of the following letters contain lines
which are made by pulling your pen straight
down as the arrow shows. ↓

a b d f g h i j k l m n p q r t u y
B D E F G H I J K L M N P R T U Y

These letters have some straight-across lines:

e f t z A E F G H L T Z

Step 6

Q Make the circle, then come straight down to the line without lifting your pen. Practice a
a ace a ace a ace ace a ace a ace a

cocoa cocoa cocoa cocoa cocoa cocoa a

g Beginning where the cross is placed, do not lift your pen in making g. Notice that the curve at the bottom matches the curve above it. Practice g

age cage age cage age cage age cage

go ago go ago go ago go ago go ago

cog cog cog cog cog cog cog cog cog

q is made like g except that it never has a curve at the bottom. It is always written with u. Practice q

Fill out the spaces in the words below with q:

e uip

ac uit

in uire

ac uaint

e ual

e uator

ac uire

ex uisite

pi ue

e uator

e uity

e uality

co uina

e uable

to ue

cro uet

Teacher

Date

Step 7

Practice d, making the round part the same size as the small letters, o, c, e, and a: d d do d do d do d do d do d do d do

dog god dog god dog god dog god d

Write d in the following spaces. Be very careful.

lad er ad ress sad le ped le

la der a dress sa dle pe dle

pa dle fid ler hi den rid le

pa dle fi dler hid en ri dle

Keep the lines of u straight. Do not lift your pen in making u. Practice u

cue cue cue cue cue cue cue cue cue cue

do queue do queue due queue due queue

y is made like u except that the last stroke goes below the line on which you are writing and curves back under. Practice y

you y you y you y you y you y you y

gay day gay day gay day gay day y

Teacher

Date

Step 8

i, t, and l are straight letters which must be spaced farther apart than the round letters.

Notice in the words below how the height of i compares with the other letters. The dot is placed directly above the down stroke.

t is a little taller than the round letters but not as high as the tall letters. The cross is made at the height of the letters, a, c, m, n, o, r, s, u, v, w.

l is written as high as the tall letters, d, b, f, k, h
dice dig dice dig dice dig dice dig dice

aid die did aid did die did aid die did

lily little lily little lily little lily little lily

tilt title tilt title tilt title tilt title tilt title

lit tile lit tile lit tile lit tile lit tile lit title

quill quilt quill quilt quill quilt quill quilt

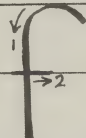
agile agile agile agile agile agile agile ill

lithe lithe lithe lithe lithe lithe lithe lithe

Teacher

Date

Step 9

 is as tall as l, b, d, h, and k. Practice f

fill fog fill fog fill fog fill fog fill fog fill fog

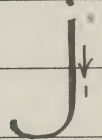
off oft off oft off oft off oft off oft off f

fall fell fall fill fall fell fill fell fall fill fell

left feel left feel left feel left feel left feel f

if fit if fit if fit if fit if fit if fit if

after often after often after often after often

 Look at the word joy. j is made just like the last part of y. j and y reach the same distance below the line. Practice j

jay joy jig joy jig jay joy jay jig jay

jag joy jag jag joy jag joy jag jag joy

jut jet jut jet jut jet jut jet jut jut

jail jell jolt juice jail jell jolt jell juice jolt

Teacher

Date

Step 10

If the letters l, i, f, j and t are written too close to each other or to other letters, a dark spot is left on the paper. Remember to space them a little farther apart than the other letters.

From each pair of words below copy the one word which is well spaced.

lily lily little little title title

until until quill quill quit quit

lid lid giddy giddy feel feel

tile tile jiffy jiffy laid laid

all all agile agile lit lit

lift lift clay clay died died

lull lull fool fool ail ail

oil oil diet diet jolt jolt

gilt gilt jilt jilt fill fill

Teacher

Date

Step 11

Notice k in these words. See where the up-stroke ends. Write k in each of the blank spaces in the words below:

la e	buc et	pic ing	jo e	ma e
ba e	loc et	ban ing	ca e	sa e
ta e	ta ing	wor ing	di e	wa e
li e	ma ing	blan et	fa e	pi e
ra e	mar et	pec ing	hi e	co e

Copy the following words:

lake take lake take lake take lake take lake

cake like cake like cake like cake like cake

kyak kyak kyak kyak kyak kyak kyak

joke yoke joke yoke joke yoke joke yoke

talk lock talk lock talk lock talk lock

duck look duck look duck look duck look

quack leak kettle leak quack kettle quack

ukelele ukelele ukelele ukelele ukelele ukelele

Teacher

Date

Step 12

b is made without lifting your pen. Be careful not to make a loop where the line is retraced.

baby baby baby baby baby baby baby

boy bay bob boy bob bay boy bob bay

bubble bubble bubble bubble bubble b

cabbage cabbage cabbage cabbage cabbage

book gobble book gobble book gobble book

p Make p with two strokes. It extends below the line the length of g, y, j, q. Fill the spaces in the words below with p. Do not retrace the down stroke.

Egy t pro er ri ping hap en

pa er dip er pi ing pers ire

gy sy pup et ga ing pre are

po py up er tip ing pa yrus

puppet pepper puppet pepper puppet pepper

popping popping popping popping popping

Teacher

Date

Step 13

What looks queer about these words? { page
The letters which reach below the { gay
lines are uneven. { joy

The letters, g, p, j, y, and q should extend about the same distance below as above the line on which they are written. This is the way words containing these letters should look:
page gay joy quay page gay joy quay

Fill each blank in the following words with the letter beside the word:

p ap le

p s ring

p slip er

y l ing

p peo le

p pup y

g li htly

p jum ing

g wig le

p em loy

g han ing

y sa ing

y pra ing

p grap le

p rip le

g sin ing

p go her

p rip ing

p ha py

p grip e

p dip ing

p pur le

p pee ing

g pa oda

j en oy

g big er

p slee y

q e uip

y ga er

j ma esty

y e ing

y pla ing

p ho ping

p su per


y cr ing

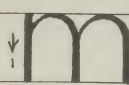
q in uiry

Teacher

Date

Step 14

 Make n without lifting your pen from the paper.


 is also made with one stroke. Write these words:

man man man man man man man man man

name name name name name name name

numb mean numb mean numb mean numb


gnome gnome gnome gnome gnome gnome


 is like the first part of the letter n. Practice r

manner meaner manner meaner manner r

garden burden burden burden burden burden

marry marry marry marry marry marry

 is like n except that the beginning line is longer.

 Make h without lifting your pen from the paper.

ah oh ah oh ah oh ah oh ah oh ah oh

hurrah hurrah hurrah hurrah hurrah hurrah

Teacher

Date

Step 15

S Notice how s can fit into a rectangle: S

If not made carefully, this letter will lie down like this: s or s Practice s until you can make it balance and stand up.

pass pass pass pass pass pass pass pass

assist assist assist assist assist assist assist

essay essay essay essay essay essay essay

sassy sassy sassy sassy sassy sassy sassy

shells shells shells shells shells shells shells

sense sense sense sense sense sense sense

sailors sailors sailors sailors sailors sailors

scenes scenes scenes scenes scenes scenes

shoes shoes shoes shoes shoes shoes shoes

scissors scissors scissors scissors scissors

Teacher

Date

Step 16

V is written without lifting the pen. Practice v.
Be very careful that one side is not higher than the other.

v

W also is made without lifting your pen.
Notice that w has three spaces in it. These spaces should all look alike. Practice w
weave wove weave wove weave wove weave

view view view view view view view

woven vow woven vow woven vow woven

X Be sure to cross the lines of x in the center.
ax extra ax extra ax extra ax extra ax extra

box box box box box box box box

axle mix axle mix axle mix axle mix axle

Z This letter should fit into a square. **Z**
z

buzz fuzz muzzle dazzle buzzer fuzzy jazz

Teacher

Date

Step 17

Notice the following letters are exactly the same size.

a c e m n o r s u v w x z

Copy the words below. Keep your letters even in size.

sue

soar

see

or

more

man

race

snare

vase

snore

warm

roam

zoo

room

come

sure

rose

swarm

ox

sore

nose

wave

use

weave

see

run

seem

won

care

men

war

serve

were

oxen

wore

save

ooze

move

can

our

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Date

Step 18

The tall letters b, d, h, f, l and k are written the same height as the capital letters. See

Robert
Elbert
Effie
Ada
Turkey

Beside each of the names below is a letter which belongs in the blank space. Write it in. Remember to make the tall letters exactly as high as the capitals.

Mic igan	h	Po and	l	Kat erine	h
Mary and	l	Ice and	l	Jo n	h
De aware	l	Swe en	d	Haro d	l
Da ota	k	C ile	h	Et el	h
Kentuc y	k	Cu a	b	Ef ie	f
I aho	d	Ara ia	b	Ade bert	l
Cali ornia	f	Emer	l	A elbert	d
Ita y	l	A ice	l	Bert a	h
Beg ium	l	A eline	d	A ron	k
In ia	d	T omas	h	Winnet a	k
A rica	f	C arles	h	Wau egan	k
Tur ey	k	Dona d	l	Wal er	k
C ina	h	Art ur	h	Bal an	k

Teacher

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Step 19

What is wrong with the words in this sentence?

The sentence above does not look well and cannot be read easily because the letters are spaced too far apart. Letters within a word should be written closely enough together so that the reader pays no attention to the individual letters, but quickly sees the word as a whole.

Notice these sentences: { Ned laughed joyfully. □

{ Ned laughed joyfully. □

Put a cross in the box after the better spaced sentence.

Copy the well spaced word from each pair of words below:

draw draw play play turn turn

stand stand stop stop love love

best best mine mine edge edge

come come hand hand rule rule

past past book book easy easy

burn burn loss loss moon moon

Teacher

Date

Spacing

Good writing is evenly spaced. Now that you are ready to study the capital letters, you will begin to write sentences. Let us take up the space between words and the space between sentences.

Bad spacing: Mary likes to run and jump.

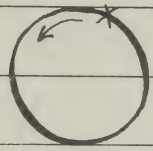
Good spacing: Mary likes to run and jump.

All of the spaces between words should look the same. Each space should be about the width of a wide letter, such as m or w. This space is doubled between sentences. Look at the spaces between words and sentences on this page.

Directions

On the following pages there are sentences for you to copy. Under each sentence there are two blank lines. For every sentence skip the first line and write on the second one. When you have copied all the sentences on the page, show your work to your teacher. If it is very well done she will tell you to go on to the next step. But if you need more practice she will show you how to improve your work. Then recopy each sentence on the blank line you skipped. By doing this you will keep the good copy always before your eyes.

Step 20



O is just a big circle. Begin at the right of the top about where the x is placed, and continue around in the direction of the arrow without lifting your pen. Practice O

As you copy the sentences in this and the following steps, keep in mind that all of the capital letters are written as high above the line as the tall letters, b, d, f, h, k and l. Copy: Opal named her dogs Oliver, Oscar and Otto.

Olga can run. Orrin can run faster. O

Osaka is one of the old cities in the Orient.

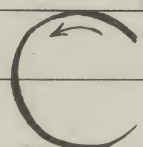
Omar wrote a story about Orville Okland.

Older children sometimes tease younger ones.

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Step 21

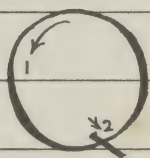
 C is made like O except that it is not a complete circle. Practice C

Clara read the story. Charles chuckled.

Chester goes to school in Cincinnati, Ohio.

Cora sang Christmas carols on Christmas.

Celia, Cecile, and Cecil Clemens are triplets.



To write Q, first write O, then make the slanted line. Practice Q

Quebec is a very old city in Canada.

Queen Christina was a good, kind queen.

Teacher

Date

Step 22

S This is perhaps the most difficult letter to make. If you are not careful it will look like this: S, or this: S. It will help you to try to picture S fitted into a rectangle. S Practice S slowly and carefully until you can make it well.

On Saturday and Sunday we have no school.

Sam went to Scotland. Sally is going to Sweden.

Sue gave Sylvia the puppy last September.

Sukie likes salmon salad. Sam likes soup.

Sarah flew from Sweden to Switzerland.

Scott and Soren skipped to Sunday School.

Teacher

Date

Step 23

Practice G

C G

George visited the Garden of the Gods.

General Grant is a hero to many boys.

Gerald told Gene a story about Greece.

I Make the top and bottom lines of I about
the same length as the cross on r.

I live in a village near Chicago, Illinois.

Irma and Irene were born in Indore, India.

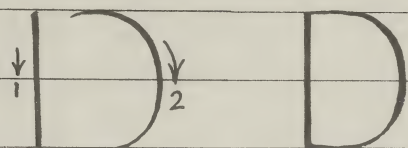
Glenn visited Ivan in Indiana last summer.

Gladys goes to school in Iowa City, Iowa.

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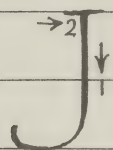
Step 24
Practice D



Donald liked the book, David Goes to Greenland.

Doctor Dafoe is fond of the Dionne quintuplets.

Is Doctor Doolittle one of your book friends?



Notice that J has a top on it like I.
Practice J

During July James went to Joliet to see Jack.

In January Jane Johnson expects to go to Japan.

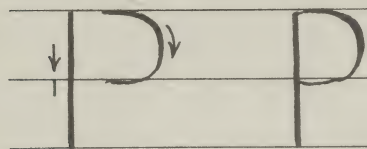
Jean, Joan and Jane are going to Julia's party.

John Jackson is reading Jack the Giantkiller.

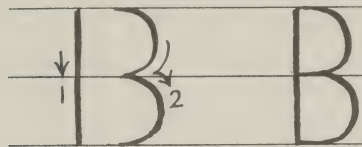
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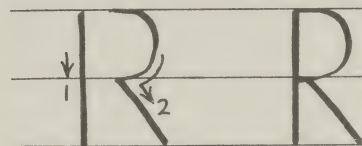
Step 25



Practice P



Practice B



Practice R

Bob likes to pretend that he is Brer Rabbit.

Bill Paulson and Roger Peterson ran a race.

Big Ben is a clock in the Parliament Building.

Roland fought bravely with his sword, Durendal.

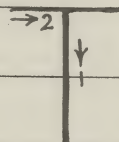
Roland and Oliver were heroes at Roncesvalles.

Grandfather read me about the Battle of Bull Run.

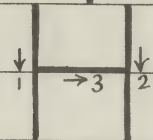
Teacher.

Date

Step 26

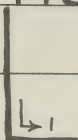


Practice T



The cross-piece is written at the height of a small letter as in Hazel - Helen - Herbert

Practice H



Practice L

Little Tommy Tucker sang for his supper.

Ted's song was called Tom, Tom the Piper's Son.

I saw The Little Lame Prince in London.

Lucy Perkins wrote The Italian Twins.

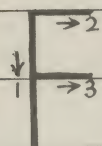
Harry went to Honolulu. It is in Hawaii.

The Thousand Islands are in the St. Lawrence.

Teacher

Date

Step 27

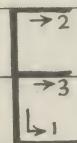


Practice F

Father drove Fred to Florida in our new Ford.

Flora and Francis came from Fontenay, France.

The Fiji and Friendly Islands are in the Pacific.



Practice E

Edward and Esther rode camels in Egypt.

Edward visited Earl Easton in England.

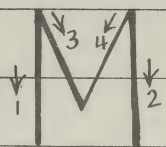
In Estonia Esther had an exciting adventure.

Estonia is a country in northern Europe.

Teacher

Date

Step 28

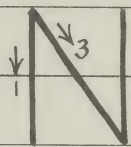


Make the first two strokes of M stand up straight. Practice M

Mary had a telegram from Boston Massachusetts.

Martin and Maurice go to Maine every summer.

The Moors were Moslems who conquered Spain.



Make the first two lines of N stand up straight. Practice N

The Navajo Indians live in New Mexico.

People who come from Norway are Norwegians.

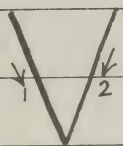
Nora's favorite funny book is Mary Poppins.

My Darling Nellie Gray is an old song.

Teacher

Date

Step 29

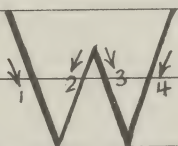


Practice V

Vivian saw smoke arising from Mt. Vesuvius.

Marco Polo's home was in Venice, Italy.

The Blue Ridge Mountains are in Virginia.



The two side spaces in W should look the same. Practice W

"Wee Winnie Winkie ran through the town."

Walter screamed. Wendel ran to his rescue.

Wilda finished Mrs. Wiggs of the Cabbage Patch.

Wallace has a stamp from the Windward Islands.

Teacher

Date

Step 30



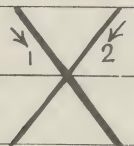
Be sure you make the top of Y first: V Y

Practice Y

Young men searched the Yukon Valley for gold.

You people of Yugoslavia make beautiful things.

Yolanda took some pictures in Yellowstone Park.



Try to make the lines of X cross in the middle so that the top and bottom spaces will look alike. Practice X

Xantippe was the wife of Socrates, the Greek.

Doctors use X-rays to locate broken bones.

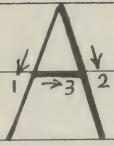
Have you ever read about the Persian King, Xerxes?

Xylophones are musical instruments. Xylophones.

Teacher

Date

Step 31

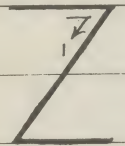


The cross-piece should be the height of the small letters. Practice A

Albert's friend, Alfred Allen, is an Austrian.

It is a long way from Australia to Argentina.

Anna enjoyed seeing the movie, Alice Adams.



If dotted lines joined the top and bottom lines of Z see how straight they would be: Z

Practice Z

Zimmerman read us the story of Zeus.

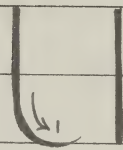
The Greeks thought Zeus was father of the gods.

Who was the father of Zebedee's children? Zebedee!

Teacher

Date

Step 32



Unlike the small u, capital U is made with two strokes of the pen. Practice U

Uncle Upton went to Utah on a Union Pacific train.

Ursa Major and Ursa Minor are groups of stars.

The Ural Mountains lie between Europe and Asia.

The Ukraine is a district in the U.S.S.R.

Una laughed. Ula, her twin, amused her.

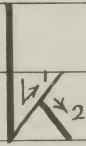
The pilot flew from the United States to Uruguay.

Ursula and Ulrica are going to Ulen, Minnesota.

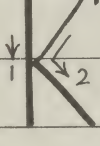
Teacher

Date

Step 33

 This is to remind you how the small k is made. Practice k

Capital K is made differently. Look at it carefully.

 Make the upper and lower spaces look as nearly alike as you can. Practice K

Kelly and Kay hiked around the Killarney lakes.

Keats and Kipling were two famous English poets.

Keith's kodak pictures were taken in Kamchatka.

The knife Kenneth gave me has a keen edge.

Katherine Kemp came from Kilkenny, Ireland.

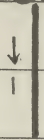
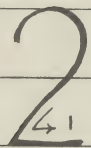
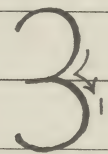
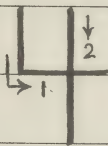
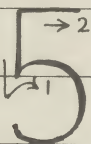
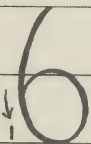
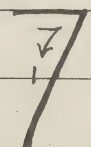
King Arthur gave a keepsake to each knight.

Teacher

Date

Step 34

Many people who do good manuscript writing have never learned to make manuscript numbers. In order that you may study their form, you are asked to do this step with a pencil, making your copies as large as the models.

A vertical line representing the number 1. A small arrow points downwards from the top of the line, and a small '1' is written next to the arrow.A cursive number 2. A small arrow points from the bottom left towards the middle of the curve, and a small '1' is written next to the arrow.A cursive number 3. A small arrow points from the bottom left towards the middle of the curve, and a small '1' is written next to the arrow.A cursive number 4. A small arrow points from the bottom left towards the middle of the curve, and a small '1' is written next to the arrow. A second small arrow points downwards from the top of the vertical stroke, and a small '2' is written next to the arrow.A cursive number 5. A small arrow points from the bottom left towards the middle of the curve, and a small '1' is written next to the arrow. A second small arrow points from the top of the vertical stroke towards the right, and a small '2' is written next to the arrow.A cursive number 6. A small arrow points from the bottom left towards the middle of the curve, and a small '1' is written next to the arrow.A cursive number 7. A small arrow points from the bottom left towards the middle of the curve, and a small '1' is written next to the arrow.

Step 34 (continued)

8

9

0

Copy the following numbers on the lines below the models. Use your pencil.

12 10 13 15 18 24 37 60 19 0

627 943 828 796 555 300

1,618 6,724 8,900 5,383 9,166

Use your pen and copy the models below:

12 10 13 15 18 24 37 60 19 14 86 92

167 349 828 796 555 300 1,618 6,724

Teacher

Date

Step 35

Using your pen, copy the problems below, beside the models:

$$\frac{3}{6} - \frac{4}{2} - \frac{7}{1} - \frac{6}{2} - \frac{4}{3} - \frac{5}{1} -$$

$$\frac{6}{3} - \frac{7}{1} - \frac{3}{4} - \frac{6}{1} - \frac{8}{2} - \frac{6}{7} -$$

$$\frac{145}{621} - \frac{732}{141} - \frac{721}{134} - \frac{624}{163} -$$

$$\begin{array}{r} 341 \\ \times 14 \\ \hline 1364 \\ 341 \\ \hline 4,774 \end{array}$$

$$\begin{array}{r} 612 \\ \times 37 \\ \hline 4284 \\ 1836 \\ \hline 22,644 \end{array}$$

$$\begin{array}{r} 1,912 \\ 4 \overline{) 7,648} \end{array}$$

$$\begin{array}{r} 392 \\ 5 \overline{) 1,960} \end{array}$$

$$\begin{array}{r} 2,133 \\ 3 \overline{) 6,399} \end{array}$$

$$\begin{array}{r} 3,371 \\ 2 \overline{) 6,742} \end{array}$$

Teacher

Date

Step 36

Use your pen for copying the fractions and mixed numbers on this page. Be careful to make your copy the size of the models. Write below the models.

$$\frac{3}{4} \quad \frac{7}{8} \quad \frac{6}{7} \quad \frac{3}{5} \quad \frac{3}{4} \quad \frac{7}{8} \quad \frac{5}{9} \quad \frac{6}{7} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{1}{5} \quad \frac{1}{8} \quad \frac{2}{7} \quad \frac{2}{5} \quad \frac{3}{8} \quad \frac{5}{6} \quad \frac{1}{12} \quad \frac{5}{16}$$

$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3} \quad \frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{1}{2} \quad \frac{2}{6} + \frac{3}{6} = \frac{5}{6} \quad \frac{1}{8} + \frac{5}{8} = \frac{6}{8} = \frac{3}{4} \quad \frac{1}{9} + \frac{3}{9} = \frac{4}{9}$$

$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \frac{1}{2} \quad \frac{5}{8} - \frac{1}{8} = \frac{4}{8} = \frac{1}{2} \quad \frac{5}{6} - \frac{3}{6} = \frac{2}{6} = \frac{1}{3} \quad \frac{5}{9} - \frac{2}{9} = \frac{3}{9} = \frac{1}{3}$$

$$1\frac{1}{2} \quad 3\frac{3}{4} \quad 5\frac{1}{6} \quad 7\frac{1}{8} \quad 6\frac{3}{7} \quad 9\frac{1}{6} \quad 5\frac{1}{5} \quad 8\frac{5}{6} \quad 7\frac{1}{8} \quad 6\frac{2}{3}$$

$$18\frac{1}{2} \quad 91\frac{3}{4} \quad 78\frac{5}{12} \quad 66\frac{2}{3} \quad 49\frac{1}{4} \quad 53\frac{7}{8} \quad 67\frac{5}{6}$$

$$\frac{3}{4} + \frac{3}{4} = \frac{6}{4} = 1\frac{2}{4} = 1\frac{1}{2} \quad \frac{1}{6} + \frac{5}{6} + \frac{2}{6} = \frac{8}{6} = 1\frac{2}{6} = 1\frac{1}{3} \quad \frac{7}{8} + \frac{7}{8} + \frac{5}{8} = \frac{19}{8} = 2\frac{3}{8}$$

$$\frac{5}{6} \div \frac{1}{6} = \frac{5}{\cancel{6}} \times \frac{\cancel{6}}{1} = \frac{5}{1} = 5 \quad \frac{1}{4} \div \frac{1}{8} = \frac{1}{\cancel{4}} \times \frac{\cancel{8}^2}{1} = \frac{2}{1} = 2 \quad \frac{1}{3} \div \frac{1}{3} = \frac{1}{\cancel{3}} \times \frac{\cancel{3}}{1} = \frac{1}{1} = 1$$

Teacher

Date

Step 37

When numbers are written with words, they are made the height of the tall and capital letters. Copy:
Mr. W. M. Jones lives at 3214 Sheridan Avenue.

Helen's telephone number is Rogers Park 8697.

School is closed on December 25 and February 22.

Maxine was born on November 15, 1928 in Chicago.

Bill moved from 898 Pine Street to 768 Elm Street.

Columbus sighted land on October 12, 1492.

Pages 213, 516, 609, 647 and 651 are missing.

I called Winnetka 6904 but I got Wilmette 6904.

Teacher

Date

Fourth Grade Writing Samples
(selected because they seem typical)

February Twilight
I stood beside a hill
Smooth with new-laid snow,
A single star looked out
From the cold evening glow.

February Twilight
I stood beside a hill
Smooth with new-laid snow,
A single star looked out
From the cold evening glow.

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.

Fifth Grade Writing Samples

(selected because they seem typical)

Little pear walked along the street, humming happily, and the very first shop that he came to sold tinware. There were little tin teapots and tin saucepans, and they hung in bunches in front of the open shop and rattled merrily in the breeze.

Little Pear walked along the street, humming happily, and the very first shop that he came to sold tinware. There were little tin teapots and tin saucepans, and they hung in bunches in front of the open shop and rattled merrily in the breeze. Little Pear stopped and looked at the tinware and thought he would like a teapot of his own.

Junior High School Writing (typical samples)

Fourscore and seven years ago,
our fathers brought forth upon
this continent a new nation, con-
ceived in liberty and dedicated to
the proposition that all men are
created equal.

*Four score and seven years ago, our fathers
brought forth upon this continent a new nation,
conceived in liberty and dedicated to the proposition
that all men are created equal.*

Fourscore and seven years ago,
our fathers brought forth upon this
continent a new nation, conceived in liberty
and dedicated to the proposition that all
men are created equal.

Junior High School Writing (typical samples)

Dark brown is the river,
Golden is the sand,
It flows along forever,
With trees on either hand.

A wish is quite a tiny thing,
Just like a bird upon the wing,
It flies away all fancy free
And lights upon a house or tree;

We should be careful to get out of
an experience only the wisdom that
is in it — and stop there;

Peasant Viaud could not pay his taxes.
Count Pierre sent him to prison.
Gabriel made a secret prayer.
The prayer was generously answered.

About Cursive Writing

Cursive writing is connected writing. All of the letters in a word are written without lifting the pen from the paper. The English word, cursive, comes from a Latin word which means "to run," and connected writing may have been called cursive because people have believed for many years that they could write faster if they connected their letters. It has only recently been proved that this is not true. Manuscript writing is just as rapid as cursive.

It is easier to learn both to write and to read manuscript writing because one does not need to learn how the letters are connected. However, you should know how to read cursive writing because many people write that way. On the following pages we show you how cursive letters developed from connecting manuscript letters. Then we give you a number of samples of cursive writing to study.

Men who have studied the history of handwriting often refer to cursive writing as "the careless writing of the people." It is often carelessly written. The letters are often poorly formed and you cannot always tell which strokes are letters and which strokes were made to connect letters. You will, therefore, have to study many samples in order to learn to read cursive writing readily.

Yet styles in writing change slowly, and you need to be able to read other people's cursive writing. Below is the cursive alphabet. On the next pages are samples of good and poor cursive writing to help you learn to read it.

a	<i>a</i>	n	<i>n</i>	A	<i>A</i>	N	<i>N</i>
b	<i>b</i>	o	<i>o</i>	B	<i>B</i>	O	<i>O</i>
c	<i>c</i>	p	<i>p</i>	C	<i>C</i>	P	<i>P</i>
d	<i>d</i>	q	<i>q</i>	D	<i>D</i>	Q	<i>Q</i>
e	<i>e</i>	r	<i>r</i>	E	<i>E</i>	R	<i>R</i>
f	<i>f</i>	s	<i>s</i>	F	<i>F</i>	S	<i>S</i>
g	<i>g</i>	t	<i>t</i>	G	<i>G</i>	T	<i>T</i>
h	<i>h</i>	u	<i>u</i>	H	<i>H</i>	U	<i>U</i>
i	<i>i</i>	v	<i>v</i>	I	<i>I</i>	V	<i>V</i>
j	<i>j</i>	w	<i>w</i>	J	<i>J</i>	W	<i>W</i>
k	<i>k</i>	x	<i>x</i>	K	<i>K</i>	X	<i>X</i>
l	<i>l</i>	y	<i>y</i>	L	<i>L</i>	Y	<i>Y</i>
m	<i>m</i>	z	<i>z</i>	M	<i>M</i>	Z	<i>Z</i>

The above cursive letters are straight up and down because they were the first kind to develop from manuscript letters. Most cursive hands, however, have been slanted, like the samples on the following pages. Cover each of the manuscript sentences with a blank sheet of paper, and try to read the cursive writing before you look at the manuscript copy.

Step 1

Our team won the baseball game today.

Our team won the baseball game today.

Jimmie Allen didn't allow the Badgers a hit

Jimmie Allen didn't allow the Badgers a hit.

Fred Maynard pitched for the Badgers

Fred Maynard pitched for the Badgers.

Fred is a good pitcher too. The score was 1 to 0.

Fred is a good pitcher too. The score was 1 to 0.

My pal, Bob Keith, made the winning run.

My pal, Bob Keith made the winning run.

I yelled so much my throat got sore.

I yelled so much my throat got sore.

Our teacher took us to the Field Museum Friday

Our teacher took us to the Field Museum Friday.

We went to see Indian things. Was it fun!

We went to see Indian things. Was it fun!

Did you know the Eskimos are Indians? I didn't.

Did you know the Eskimos are Indians? I didn't.

We visited the Hall of Man too. It's interesting.

We visited the Hall of Man too. It's interesting.

All of the statues in the Hall of Man looked alive.

All of the statues in the Hall of Man looked alive.

That night Ernest dreamed about the African warriors.

That night Ernest dreamed about the African warriors.

Step I (continued)

Our class has been studying the Japanese people.

Our class has been studying the Japanese people.

All the boys of Japan celebrate their birthday May 5.

All the boys of Japan celebrate their birthday May 5.

The Japanese Girls' Festival is celebrated on March 3.

The Japanese Girls' Festival is celebrated on March 3.

Many Japanese are Buddhists; some are Christians.

Many Japanese are Buddhists; some are Christians.

Some day I hope I can take a trip to Japan.

Some day I hope I can take a trip to Japan.

Mother is reading me stories of Winnie the Pooh.

Mother is reading me stories of Winnie the Pooh.

Christopher Robin calls Pooh a "silly old bear."

Christopher Robin calls Pooh a "silly old bear."

Eeyore's sadness about things is very funny to me.

Eeyore's sadness about things is very funny to me.

I laughed about the "Exposition" to the North Pole.

I laughed about the "Exposition" to the North Pole.

And isn't heffalump a funny word for elephant.

And isn't heffalump a funny word for elephant!

I'd like to live in the Hundred Acre Wood a while.

I'd like to live in the Hundred Acre Wood a while.

Teacher

Date

Step 2

Write each of the following sentences in manuscript writing to prove you can read cursive:

Is your school enrolled in Junior Red Cross?

All hand writing should be legible.

The circus clown was very funny.

Our neighbors have two Scotty pups.

The girls had a good time at the party.

The rabbit ran into the hole.

Have you ever gone on a snipe hunt?

My hobbies are raising canaries, fish and flowers.

There will be an assembly at ten o'clock.

Green grass the lilacs all sparkling with dew.

Thirty days hath September

Health is better than wealth

Step 2 (continued)

Many people do not write carefully.

Health is better than wealth.

Clear writing is a form of politeness.

What did you do on the Fourth of July?

My favorite book is Treasure Island.

The school council meeting was exciting.

Flower arrangements is a Japanese art.

Do you enjoy Mickey Mouse comedies?

I like using a typewriter better than a pen.

We must set stage for next week's play.

This pen is too small for my handwriting.

Ability to read my writing rapidly is unusual.

Teacher

Date

